

1975

## Educational Services Center for Minority Students 1974/1975

Black Community Council  
*University of San Francisco*

Follow this and additional works at: [https://repository.usfca.edu/blackactivismeducation\\_ed](https://repository.usfca.edu/blackactivismeducation_ed)

 Part of the [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Student Counseling and Personnel Services Commons](#)

---

### Recommended Citation

Black Community Council, "Educational Services Center for Minority Students 1974/1975" (1975). *Black Activism and Education*. 8.  
[https://repository.usfca.edu/blackactivismeducation\\_ed/8](https://repository.usfca.edu/blackactivismeducation_ed/8)

This Other is brought to you for free and open access by the Black Activism and Education at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Black Activism and Education by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact [repository@usfca.edu](mailto:repository@usfca.edu).

Academic Year 1974-1975

Table of Contents

I.	Services and Activities.....	Page 3
II.	Personnel.....	Page 11
III.	Future Objectives and General Comments.....	Page 14
IV.	Budget.....	Page 16
V.	Addendum #1.....	Page 18
VI.	Addendum #2.....	Page 23
VII.	Addendum #3.....	Page 26
VIII.	Addendum #4.....	Page 28
IX.	Addendum #5.....	Page 30

This document is a section from a binder titled Education Services Center for Minority Students 1968-1975, put together by the Black Community Council at University of San Francisco.

Academic Year

1974-1975

Services and Activities

1974-1975



TUTORIAL PROGRAM

The Tutorial Project for the Fall 1974 semester employed 23 tutors in 9 academic areas; Biology, Business, Chemistry, Computer Science, English, Math, Nursing, Physics, Spanish. Our tutors saw 38 students in the fall from the following Ethnic backgrounds; 18 Blacks, 11 Asians, 9 La Raza.

The Tutorial project for the Spring 1975 employed 19 tutors in 10 academic areas: Biology, Business, Chemistry, Economics, English, French, Math, Nursing, Physics. Our tutors saw 42 students on a regular weekly basis and approximately 15 drop-in students. Total tutorial hours numbered 450 at a cost of \$945.00 to our budget. The ethnic backgrounds of the regular students were 16 Asian students, 12 La Raza students, 14 Black students.

Recruiting of tutors began before the semester with letters to old tutors verifying their return to the project and requests to department chairmen for recommendations of qualified students. All students, new and old, were interviewed. On the whole, requests for tutors came early in the semester and around mid-term time. Requests were matched with tutors and occasionally new tutors were recruited to meet needs. Each bi-monthly pay period the tutors were interviewed informally concerning the progress of their tutees and tutees, whenever possible, were asked to describe their progress.

Changes will be made in the Fall to improve the project. A brief tutor training session will be held following the recruiting period. Services will be advertised more widely at the departmental level. Tutors will be asked to keep brief progress reports on their tutees and to evaluate themselves at the end of the year. The most crucial change, hopefully, will be in tutor salary. I recommend a raise from \$2.10 per hour to \$3.00 per hour. There were several qualified students unable to participate in the project because they needed more money. The project should be able to attract and employ the most qualified students.

## READING PROGRAM

Interdisciplinary 12, Reading and Study Skills, in the Fall 1974 semester and the Spring 1975 registered a total of 52 students. The class met twice a week for one hour each session. Initially each student was tested diagnostically and personally interviewed, the class sessions focused on developmental reading on the college level, emphasizing speed, comprehension and retention skills, analytical and critical skills, test taking, SQ3R, note taking and vocabulary work. Both semesters incorporated a reading theme, the Administration of Justice in America, to enrich the students body of knowledge while improving their reading and Study Skills.

For those in need, small group remedial sessions met in addition to the class on a weekly basis. Five of these groups met in the fall and five in the spring. Both instructors also met students from the class and from the whole university on an individual consultant basis for reading and study skills. The Ethnic backgrounds of the students this year were 17 blacks, 21 asians, 9 whites and 5 La Raza.

Recommendations for the future include: wider advertising of the course; and counseling referral for all freshman students who might not be adequately prepared for study at the college level; a separate course for persons preparing their reading and vocabulary skills for the GRE and LSAT; and an extra lab hour with credit for students who participate in the extra session.

## COUNSELING

This year all three counselors are full-time. The counseling load is divided up primarily according to major and secondarily considering ethnic background. The respective ethnic backgrounds of the counselors are: Black, Asian and La Raza. We also attempt to assign each counselor academic majors related to his/her own educational background. The three academic counseling areas are as follows:

- 1) Liberal Arts, 2) Business Administration and Computer Science and 3) Liberal Science and Psychology.

Although (for the first time) there were no new 'special admit' students, the counselors continue to serve continuing Educational Services Center for Minority Students - and are responsible for contacting each student at least once a month. The counselors have also made an extensive effort to increase the number of drop-in students (Minority Students admitted through regular admissions) using the office. In the middle and the end of each semester the director examines counselees' folders and has a conference with the counselor regarding each student, discussing what has been done and other ways ESCMS might assist.

During the year the director and counselors meet weekly. The topics at these meetings range from problem areas to sharing job referrals sent to us from the Placement Office. Such meetings allow staff members to compare notes, to be up to date on activities within the office and throughout the University. We often times discuss ways we could improve our services and our relations with other departments. In an initial effort to promote such relations with other offices, each staff member took on liaison responsibilities with other offices. (See Addendum #1).

#### RECRUITMENT

During the Fall Semester 1974 the staff of Educational Services Center for Minority Students assisted the Office of Admission with recruitment. The director and the three counselors shared the recruitment visits of all local Bay Area public high schools and three local community colleges. (See addendum #2) It was a great advantage having more than one staff member available to make recruiting visits; we were able to make appointments at the convenience of the schools and if necessary can cover more campuses.

Although 'Special Admissions' was discontinued this Fall 1974, we felt that it would be of value to the University for minority representatives to visit local high schools, especially those with a high minority population. The directors of Admission and ESCMS met in Spring 1975 to assess recruitment efforts of both offices, and will

meet again in the summer months to finalize plans for Fall 1975 recruitment.

The staff of Educational Services Center for Minority Students attempts to cooperate with the Admission Office during the academic year. One or more of the counselors and/or the director attended activities sponsored by the Office of Admission, i.e., receptions in honor of newly admitted students.

#### GRADUATE LIBRARY

Through the efficient efforts of the counselors, Educational Services Center for Minority Students now houses a valuable graduate library. Our collection encompasses material on graduate schools in most areas, i.e. Public Health, Medical, Allied Health, Law, Business, Education, Psychology, etc. It also contains information on Financial Aid on the graduate level and career opportunities. We have also collected supplementary material of value, i.e. Occupational Outlook Handbook, College Placement Annual, Federal Career Directory, etc. The Career, Planning and Placement Office is very generous about assisting us, they send over any duplicates on file in their office also.

The counselors are continuing their collection and make attempts to ensure that our information is current. Our only problem is that our graduate library is outgrowing the shelves and we do not have the proper location or adequate space to display it attractively.

Graduate schools, interested in minority students, contact the counselors of ESCMS to schedule recruitment visits. The career, Planning and Placement Office has also been most cooperative about referring graduate recruiters who initially contact them. This practice has enabled us to build a valuable roster of contact persons at various graduate schools. We have found that persons at University of California Medical Center are most helpful to our science students; they coordinate tours for us, come and speak to groups and are active in assisting with Project 75.

For the past two years the Career, Planning and Placement Office has invited us to participate in the Career Week they sponsor in the Fall Semester. We have been most fortunate in securing competent career speakers, representative of a variety of occupational fields.

#### PROJECT 75

Mr. Perry Tom is the liaison counselor for Project 75, which is a health sciences program offered as a service of the National Medical Association. Included among the services available are counseling and guidance, tutorial and academic reinforcement programs, and referrals to appropriate sources of financial assistance. Its purpose is to remedy the shortage of minority health professionals by recruiting and retaining minority students in the health fields. Presently U.S.F. is the host institution for Project 75 Bay Area Tutorial Program and provides classroom space in the evenings for tutoring.

#### INTER-OFFICE COOPERATIVE ACTIVITIES

In the past couple of years Educational Services Center for Minority Students has actively participated in the planning for academic orientation for summer, fall and spring semesters. The orientation planning has been coordinated by Mr. Dick Palomba. We conducted such activities as: welcoming address, information tables, discussion groups and one staff member suggested the 'ask me' buttons that were utilized. Counselors also submitted material to be added to the Fogcutter regarding community resources.

Residence Life has included our office in the R. A. orientation/training sessions at the beginning of each semester. In the Spring 1975 Educational Services Center for Minority Students joined with International House in writing skits related to sensitive minority problems within the dorm. The staff of Educational Services Center for Minority Students and International House acted out the skits and conducted discussion groups. The Office of Residence Life has invited us to make the minority in-service

training an ongoing part of R.A. Orientation. The Office of Residence Life has also invited Educational Services Center for Minority Students to write a section in their R. A. manual.

The Counseling Center conducted two training workshops on the interpretation of the Strong-Campbell Interest Inventory, to which the staff of Educational Services Center for Minority Students was invited. The staff at the Counseling Center has been most helpful and generous with their time. The two of our offices have promoted cooperative efforts and a referral system. The counseling center has also offered valuable consultation on cases with our students whenever they were called upon.

One of the counselors worked diligently with Mrs. Verna Webb, Association Director of the Office of Financial Aid, in devising an inter-office memo to assist in referrals between the two offices. Both offices felt an inter-office memo would improve the frequent referrals between our offices.

In the Spring 1975, Educational Services Center for Minority Students extended our services to the Evening College on a six week trial basis in an attempt to attract evening students to our services. We opened the office on Mondays and Tuesdays until 7:30 p.m. We discontinued the extension of hours because the response was minimal. The Evening College was informed that ESCMS was very much open to reverse the decision if they felt there was a need or had any other suggestions to promote utilization.

Each counselor made attempts to work closely with the student organization of their respective ethnic background. Such activity is not necessarily a part of their responsibility as a counselor, but merely an effort to promote good feelings among the ethnic groups and between the university. It is also a means by which ethnic students will realize that ESCMS is supportive of their interests and concerns. When requested the counselors offer their advice and consultation.

This year there has been a marked increase in requests for letters of recommendations from the staff of Educational Services Center for Minority Students. The staff views this as a show of confidence from our students for our work in Educational Services Center for Minority Students and an increase in their utilization of the services we offer!

Personnel

1974-1975



## 1. Mrs. Adrienne Riley, Director

B.S. University of San Francisco

M.A. University of San Francisco

State of California Credential-

- 1) Community College Counseling
- 2) Community College Student Personnel
- 3) Community College Instructor

Participant at a University Program Board Conference

Ethnic Studies Committee

Office of Admissions Committee

Office of Financial Aid Committee

Search Committee for Dean of Student Development

Search Committee for Affirmative Action Coordinator

Committee on Student Life (preparation for WASC)

Valedictorian Selection Committee

Interview Committee for R.A. Selection

Orientation Planning Committee

## 2. Mr. Perry Tom, Counselor

B.A. San Francisco State University

M.A. San Francisco State

Community College Credential - Counseling

Designated Service Credential

Project 75 Liaison Counselor

Admission Reception for newly admitted students

"Breakthrough to Nursing" Committee

Coordinator of Project 75 conference - February, 1975.

Participant at health career forum - The Minority Task Force of the

Health Services Education Council

3. Ms. Carmen Chiong, Counselor

B. S. University of California at Berkeley

Admission reception for newly admitted students

Participant in Project 75 Conference

Participant in KNBR Radio Show

4. Mr. Benjamin Burton, Counselor

B.A. Xavier University

Orientation Planning Committee

Participant at the University Program Board Conferences

Interview Committee for R.A.

Participant in Multi-Culture Institute Conference

Participant in KNBR radio show

5. Mrs. Grace Brown, Reading Consultant

B.A.

Ph.D

Ed.D Stanford University

Registered Psychologist - State of California

6. Mrs. Lydia McCloskey, Reading Instructor

A.B. Vassar College

M.A. San Francisco State University

California State Teaching Credential - Secondary

Community College Credential - Instructor

7. Mrs. Ermyn Luke, Secretary

Future Objectives and General Comments

1974-1975

During the 1974-1975 academic year several statements of our concerns, such as:

- 1) Divisional relocation and response from Dr. Beach. (Addendum#3)
- 2) Location change. (Addendum #4)
- 3) Problem areas. (Addendum #5)

It is the sincere hope of the staff of Educational Services Center for Minority Students that in the year 1975-1976 most of these issues will be resolved.

In the Spring 1974 it was approved by Father McInnes that - although 'special admission' would be discontinued, a special minority student grant fund be continued within the Financial Aids Office accounts. This fund should be in the amount of twenty (20) full-tuition grants (or the equivalent in dollar amounts).

It is our hope that Educational Services Center for Minority Students, Financial Aid and Admissions can work closely to ensure that this policy is enacted and the selection process takes place earlier (i.e. end of Spring Semester).

Budget

1974-1975

580.02	\$11,950.00
580.03	6,970.00
580.04	33,476.00
580.12	3,265.00
580.24	300.00
580.35	50.00
580.40	400.00
580.41	322.00
580.42	1,850.00
580.44	750.00
580.61	.00

Addendum #1

### Admissions Office Liaison

- 1) The Admissions Office Liaison is responsible for maintaining the communication between the Admissions Office and Educational Services Center for Minority Students. The Liaison will have the following responsibilities.
  - A. To coordinate recruitment, set up training sessions for student recruiters.
  - B. To maintain statistics ("Admission Summary of Statistics on Candidates with Ethnic Background")
  - C. To coordinate committee to review applications of minority students who are borderline in regard to meeting regular admissions requirements and to present recommendations to Director of Admissions.
  - D. To send information to prospective students on Educational Services Center for Minority Students.
  - E. To attend meetings and receptions as representative of Educational Services Center for Minority Students.



### Student Development Liaison

1. Attend monthly Director's meetings. Keep the staff members abreast with these meetings.
2. Stay in close communication with Vice President of Student Development
3. Coordinate efforts of surveys and questionnaires.
4. Coordinate efforts of additional services (i.e. Child care).
5. Participate in Orientation Planning.

### Career Planning and Placement Liaison

- 1) Assist in disseminating job information, vocational, and recruiter appointment dates to interested students.
- 2) Receive weekly information especially of minority interest - check everyday.
- 3) Keeping a board for any type of Placement listing. Establish a direct referral system if possible for job openings and interviewers that will be on campus.
  - a) This board will be located in a convenient and a well placed part of the office.
  - b) Also see about a newsletter that could be sent out to minority students; when specific things come in and send out to those who are doing something relation etc. i.e. a law firm looking for pre-law student. All pre-law students review the job notice with description.
4. Developing another work shop or a careers day in conjunction with the Placement Office. Having minority people from specific areas of employment come in and give pertinent information about the field.

Possibly tours in conjunction with Placement of certain types of jobs.

A Newsletter under the auspices of Pan African Student Union that has job listings.

### Financial Aid Liaison

- 1) Maintain communication lines between Educational Services Center for Minority Students Office and Financial Aid.
- 2) Disseminate new information on financial aid (and deadlines)
- 3) Set-up major meeting at various intervals during the academic year.
- 4) Communicate needs of students to financial aid office when line of communication appears closed.
5. Work with Mrs. Webb on inter-office memo forms.

**ADDENDUM #2**



# UNIVERSITY OF SAN FRANCISCO

EDUCATIONAL SERVICES CENTER  
FOR MINORITY STUDENTS

October 8, 1974

To: Mr. William Donnellan,  
Director of Admissions

From: Adrienne Riley, Director <sup>AR</sup>  
Educational Services Center for Minority Students

Re: Recruiting Itinerary

Schools

Alameda High School	Wednesday, September 25, 9:00
Encinal High School	Wednesday, September 25, 11:00
Harry Ells High School	Wednesday, September 25, 9:00
Richmond High School	Wednesday, September 25, 11:00
Albany High School	Monday, September 30, 11:00
Emery High School	Monday, September 30, 10:30
Jefferson High School	Wednesday, October 2, 10:30
Balboa High School	Wednesday, October 2, 12:30
Castlemont High School	Wednesday, October 2, 10:00
McClymonds High School	Wednesday, October 2, 1:00
El Cerrito High School	Friday, October 4, 1:30
Fremont High School	Monday, October 7, 10:30
Woodrow Wilson High	Wednesday, October 9, 10:30
Oakland High	Wednesday, October 9, 9:00
Serramonte High	Thursday, October 10, 10:00
Skyline High	Wednesday, October 16, 10:00

Oakland Technical High	Thursday, October 17, 12:30
Galileo High	Wednesday, October 23, 9:30
City College of San Francisco	Thursday, October 24, 9:00
Washington High School	Wednesday, October 30, 10:00
Lincoln High School	Tuesday, November 5, 9:30
Merritt College	Thursday, November 14, 9:00
Chabot College	Tuesday, November 12, 9:00
*South San Francisco	No appointment

The Educational Counselor at South San Francisco said it was not necessary for someone from USF to come to her school. If the need arise she would contact Mr. Donnellan directly.

The following schools have not confirmed appointments as yet.

McAteer High School

Mission High School

## ADDENDUM #3

Early in the Fall 1974, Academic Vice President Lloyd Luckmann requested the staff of Educational Services Center for Minority Students to: 1) conduct a self-study of its services and 2) make a recommendation of where the most appropriate location within the administrative structure would be.

The staff called on the Educational Services Center for Minority Students Committee to assist in this self-study and detailed examination of the services offered. Through cooperation of efforts we narrowed the decision to three general choices: 1) Vice President of Student Development, 2) Assistant to the Academic Vice President (Mr. Williams) or 3) Dean of Liberal Arts and Sciences. We then proceeded to list and examine the pros and cons of the three choices available. (A copy of these listings is available, if desired.) The issues at hand were discussed with both the Vice President of Student Development and Academic Affairs.

After a thorough discussion of all disadvantaged and advantages, it was agreed that the decision was a difficult one because an appropriate argument could be developed for any three of the choices.

The Educational Services Center for Minority Students Committee agreed that the ultimate decision should be left up to the staff and they would support the outcome.

The staff of Educational Services Center for Minority Students recommends that their office be located under the Assistant to the Vice President of Academic Affairs (Mr. Williams), along with the Admissions Office, the Registrar, the Office of Financial Aid and Academic Advising.

We feel that our services, (Tutorial Program, Reading Program, Counseling and Recruiting), are primarily academic services. The need remains for its broad educational services to assist students attain academic success at the University. The educational transition from secondary to post-secondary level in terms of method and study habits can be difficult for many students. For students who also face a cultural transition, the full-time support of a department familiar with the obstacles that can confront students of ethnic minority backgrounds is essential to the achievement of a successful college career for these students. To accomplish its purpose, the Educational Services Center for Minority Students relies on a close working relationship with Admissions, Financial Aid, Registrar, and Academic Advising.

We hope that this decision has no negative reflection on our desire to cooperate with the Student Development Division. The staff of Educational Services Center for Minority Students realizes and would like to stress that the quality of their services depends on cooperation with the different offices within the Office of Student Development also. We are also very sensitive to the many common goals we both pursue.

The staff of Educational Services Center for Minority Students anxiously awaits your reaction to our recommendations and is most assuredly opened to further discussion.



UNIVERSITY OF SAN FRANCISCO

Vice-President for Academic Affairs

April 25, 1975

Ms. Adrienne Riley  
Director  
Educational Services Center for Minority Students  
USF

Dear Ms. Riley:

Several months ago you requested administrative relocation of the Educational Services Center for Minority Students. You and the staff of the Center recommended that the office be located under the Assistant to the Vice President for Academic Affairs, Mr. F. L. Williams. Would you kindly convey the following belated written response to the Center and your staff.

While the reasons you offered for such an administrative change were most appropriate, no action was taken on the proposal since an overall review of administrative structures at the University is currently being undertaken. As soon as this is completed, I would ask you to resubmit the proposal, either as originally drafted or as modified as you and your staff deem most suitable. It is hoped that at that time prompt action will be taken. Accordingly, for the time being, I ask you to regard the structural administrative location of the Center as unchanged.

Sincerely yours,



Frank L. Beach  
Acting Vice President for Academic Affairs  
USF

ADDENDUM #4

## LOCATION

Educational Services Center for Minority Students is currently located in Loyola Hall, Room 314. The remote location of the Educational Services Center for Minority Students Office from the main part of campus discourages minority students from using the services of the Center more frequently. The present facilities of the office do not provide privacy needed for personal counseling.

If Educational Services Center for Minority Students were located on the main part of campus, the Center would be easily accessible to students because they have more classes on the main part of campus than at Loyola Hall. Being located on the main part of campus would increase the chance of students being aware of the existence of the Center as well as the possibility of them using its services more frequently. The new location on campus would enable ESCMS to develop closer working relationships with other campus offices (e.g., Financial Aid Office, Placement Office, Bursar, Counseling Center, Office of Student Development, Office of Admissions etc.) and would also facilitate referrals to these offices.

Suggestions for the new location of the ESCMS Office include the following:

- 1) Education Office in Campion Hall
- 2) College of Business Administration - 4th floor Campion Hall
- 3) Bursar Office - Basement Campion Hall
- 4) Foghorn Office/Don/Quarterly - possibly the office of the minority student groups could be located in the same unit
- 5) Exchange location with another office that does not depend upon student traffic

## ADDENDUM #5



# UNIVERSITY OF SAN FRANCISCO

## EDUCATIONAL SERVICES CENTER FOR MINORITY STUDENTS

The following is a list of problem areas that hinder Educational Services Center for Minority Students from functioning in the manner it wishes to conduct its services.

1.
  - a) The physical location of the office is one of the greatest problems Educational Services Center for Minority Students faces. The Educational Services Center for Minority Students office is not in the mainstream traffic, therefore we are not reaching nearly as many minority students as we could be.
  - b) Present office facilities are inadequate to properly serve our students. The facilities do not provide the privacy needed for counseling; but rather create an atmosphere of disorganization and impersonality.
2. An alphabetized roster of minority students is needed each semester, which includes address, social security number, academic major and status. (At present we receive minority rosters with names and address and must transcribe by hand other information from a master listing.)
3. It would be ideal if we could receive minority student locators each semester listing the student's individual class schedule.
4.
  - a) Each semester we would like a copy of the report compiled by Admissions entitled "Admissions Summary Statistics Candidates with Ethnic Background."
  - b) Closer cooperation between Admissions and Educational Services Center for Minority Students regarding recruitment responsibilities. Some high schools were contacted by both offices even after ESCMS had made a commitment with Admissions to visit specific school campuses.

5. It would be most helpful if faculty members would cooperate with Educational Services Center for Minority Students by referring students to our services.  
(Example: if a student needs tutoring in a class, faculty should refer student early in the semester - students tend to wait late into the semester to seek help.)
6. The lack of resources within the budget that would allow Educational Services Center for Minority Students to become more creative and innovative.
7. Some university personnel react very insensitive to the needs and goals of the minority students and employees, this encourages isolation and eventually alienation.
8. The effectiveness of ESCMS would be increased if there was direct communication from the Office of Publications, (before the rest of the college community), about minority events and affairs.